


**Texas Education Agency  
Standard Application System (SAS)**

<b>2018–2019 Technology Lending</b>		
<b>Program authority:</b>	General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 <sup>th</sup> Texas Legislature; Texas Education Code Section 32.301	<b>FOR TEA USE ONLY</b> Write NOGA ID here:
<b>Grant Period:</b>	May 1, 2018, to August 31, 2019	
<b>Application deadline:</b>	5:00 p.m. Central Time, February 6, 2018	Place date stamp here.
<b>Submittal information:</b>	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	
<b>Contact information:</b>	Kathy Ferguson: techlending@tea.texas.gov; (512) 463-9087	

**Schedule #1—General Information**

**Part 1: Applicant Information**

Organization name	County-District #		Amendment #
Mineola ISD	250903		
Vendor ID #	ESC Region #		
	7		
Mailing address	City	State	ZIP Code
1695 West Loop 564	Mineola	TX	75773

**Primary Contact**

First name	M.I.	Last name	Title
Mark		Parkerson	Director of Special Programs
Telephone #	Email address		FAX #
903-569-2448	parkersonm@mineolaisd.net		903-569-5151

**Secondary Contact**

First name	M.I.	Last name	Title
Kim		Tunnell	Superintendent
Telephone #	Email address		FAX #
903-569-2448	tunnellk@mineolaisd.net		903-569-5150

**Part 2: Certification and Incorporation**

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

**Authorized Official:**

First name	M.I.	Last name	Title
Kim		Tunnell	Superintendent
Telephone #	Email address		FAX #
903-569-2448	tunnellk@mineolaisd.net		903-569-5150
Signature (blue ink preferred)			Date signed

  
Only the legally responsible party may sign this application.

**Schedule #1—General Information**

County-district number or vendor ID: 250903

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	See Important Note For Competitive Grants*	<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds		<input type="checkbox"/>
13	Needs Assessment		<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6200 on Schedule #6—Program Budget Summary, then Schedule #8—Professional and Contracted Services (6200) is required. If it is either blank or missing from the application, the application will be disqualified.

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 250903

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1	LEA Technology Plan Template	If an LEA does not have a 2016–2017 Technology Plan on file with TEA, it must show evidence of a current local technology plan on participating campuses by completing the LEA Technology Plan Template.

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 250903

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home
5.	The applicant understands that equipment purchased with Technology Lending Grant funds is the property of the LEA.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has a 2016–2017 LEA technology plan on file with TEA, or that it will show evidence of a current local technology plan on participating campuses by completing the Required Program-Related Attachment outlined on page 18 of the Program Guidelines.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into the LEA's technology plan.
12.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 250903

Amendment # (for amendments only):

List the campuses that will be served with these funds. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Mineola Elementary Campus – Grades 3-5

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary.

Mineola ISD is a small 3A district in Wood County that serves over 90 square miles with over 62% of the students qualifying as economically disadvantaged. The long term goal of the district is to provide students with access to technology at home and school to level the playing field with other suburban and urban students. In addition, Mineola ISD is experiencing growth in the number of Hispanic students who are English Language Learners (ELL) and do not have access to technology at home. This plan includes the opportunity for every student to have a 1:1 experience with access at home. Mineola faces several challenges to implement this goal. Many of her students do not have internet access at home and consequently those students are left at a disadvantage to the more affluent families, when it comes to homework, digital experimentation and practicing 21<sup>st</sup> century technical skills. Mineola ISD's buildings are aging and a large portion of the district operating budget is required for facilities which reduces available funding for technology. However, the district began a 1:1 technology initiative in incremental stages, starting first with the high school three years ago and classroom sets of computers are currently available in the Middle School with plans to expand towards 1:1. The Elementary and Primary schools are still several years away given the current district budget. However, we know from research and best practice that using technology in elementary school can motivate and accelerate student achievement and that with the opportunity for our 3<sup>rd</sup> – 5<sup>th</sup> graders to have access, students will enter middle school better prepared.

This grant would allow Mineola to not only pay for a limited number of Chromebooks that can be checked out, but internet access for the neediest students in the grades 3<sup>rd</sup> through 5<sup>th</sup>. Data taken from those elementary students who gain internet access will allow the district to determine the feasibility and need of the rest of her students have access at home. Current surveys suggest as many as 35% of our economically disadvantaged students do not have internet at home. On the Elementary campus this translates to roughly 75 students and the grant would pay for up to 85 students and their siblings and families who do not have internet access at home through a local provider. Students who are economically disadvantaged or high risk will be the primary beneficiaries of the grant. This would also allow our ELL learners and their families to access software and programs to learn the English language. Our local provider, ALTICE, has agreed to a reduced fee of \$14.95 per month for those in their cabling area. We will use Verizon hotspots for those areas not within ALTICE's zone for students who are in need. Mineola ISD is working with the City of Mineola and efforts are in progress for citywide wifi. Other sustainability will come with continued partnerships with cable and telephone providers.

At Mineola Elementary, digital instructional materials are used in 100% of the classrooms on a daily basis. Mineola Elementary classroom teachers employ the use of individualized learning stations and the access to digital learning materials is essential to this form of personalized instruction. Teachers are personalizing content in math via DREAMBOX and Google Classroom. In the English Language Arts classrooms teachers individualize with programs such as Istation, MobyMax, No Red Ink and Google Classroom. In our Science classrooms, teacher's customize learning content via STEMscopes and virtual labs. Rosetta Stone is also used with ELL learners and licenses are available for parents and family members as well, but required internet capability.

**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 250903

Amendment # (for amendments only):

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By TEA staff person:

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

This lending program will ensure that 100% of our students have access to the internet and digital learning content while at school and at home. Having internet access at home will allow us to implement Flipped Instruction and fully access the educational capabilities of Google Classroom and the Google Suite of Educational Tools. In addition to increased access at home and school, the lending program will help us expand our implementation of personalized learning; ensuring that each learner is accessing content that is customized for each individual learning need, particularly ELL learners.

Elementary Lending Devices will be located in the homeroom teacher classrooms and the homeroom teachers will be responsible for checking out devices the students need to take home for instructional purposes at the end of the day. Students needing devices will receive a request notice from the teacher who has assigned the work the students need to complete at home and the student will give this request to their homeroom teacher. Additional lending devices will be located in the Library and managed by the campus Instructional Technologist to be used as needed. Sign out sheets will be maintained by the staff member checking out the device to the student. Sign out sheets will include Student Name, Student Signature, District Assigned Device Number, Date Checked Out, and Date Checked In. Devices will be returned the following school day unless approved for an extended period.

Management of this grant will be by the Instructional Technologist located on the campus. Mineola ISD has two full time technicians on staff to service our High School which is 1:1 and all other campuses. Mineola ISD has technical support in the library of each campus. Mineola ISD has adequate fiber, routers and infrastructure to supply necessary internet to all her campuses. Students and parents will sign a lending agreement with the school at the beginning of the year and receive training on the devices and software. Elementary teachers will report to the Instructional Technologist any damaged devices returned to school after being checked out and will turn in devices needing repairs to the campus Instructional Technologist along with the student's name. The Instructional Technologist will report damages to the Principal and then turn the devices in to the IT department for repairs if unable to do repairs needed. A replacement device will be issued to the teacher while the device is out for repairs.

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<b>Schedule #6—Program Budget Summary</b>					
County-district number or vendor ID: 250903			Amendment # (for amendments only):		
Program authority: General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 <sup>th</sup> Texas Legislature; Texas Education Code Section, 32.301					
Grant period: May 1, 2018, to August 31, 2019			Fund code: 410		
<b>Budget Summary</b>					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	\$13,500	\$0	\$13,500
Schedule #9	Supplies and Materials (6300)	6300	\$36,500	\$0	\$36,500
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$0	\$0
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
Total direct costs:			\$50,000	\$0	\$50,000
Percentage% indirect costs (see note):			N/A	\$0	N/A
Grand total of budgeted costs (add all entries in each column):			<b>\$50,000</b>	<b>\$0</b>	<b>\$50,000</b>
<b>Administrative Cost Calculation</b>					
Enter the total grant amount requested:					\$50000
Percentage limit on administrative costs established for the program (15%):					× .15
Multiply and round down to the nearest whole dollar. Enter the result.					\$7500
This is the maximum amount allowable for administrative costs, including indirect costs:					\$7500

**NOTE:** Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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<b>Schedule #8—Professional and Contracted Services (6200)</b>		
County-district number or vendor ID: 250903		Amendment # (for amendments only):
<b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
<b>Professional and Contracted Services</b>		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Internet service providers	\$13,500
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
<b>a. Subtotal of professional and contracted services:</b>		\$13,500
<b>b. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		\$0
<b>(Sum of lines a and b) Grand total</b>		<b>\$13,500</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<b>Schedule #9—Supplies and Materials (6300)</b>		
County-District Number or Vendor ID: 250903		Amendment number (for amendments only):
<b>Supplies and Materials Requiring Specific Approval</b>		
		<b>Grant Amount Budgeted</b>
6300	Total supplies and materials that do not require specific approval:	\$36,500
<b>Grand total:</b>		<b>\$36,500</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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<b>Schedule #10—Other Operating Costs (6400)</b>		
County-District Number or Vendor ID: 250903		Amendment number (for amendments only):
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6400	Operating costs that do not require specific approval:	\$00
<b>Grand total:</b>		<b>\$0</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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<b>Schedule #11—Capital Outlay (6600)</b>				
County-District Number or Vendor ID: 250903			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>66XX—Computing Devices, capitalized</b>				
1			\$	\$
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
<b>66XX—Software, capitalized</b>				
11			\$	\$
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
<b>66XX—Equipment, furniture, or vehicles</b>				
18			\$	\$
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
<b>Grand total:</b>				<b>\$0</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds														
County-district number or vendor ID: 250903										Amendment # (for amendments only):				
<b>Part 1: Student Demographics of Population To Be Served With Grant Funds.</b> Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.														
Student Category	Student Number	Student Percentage	Comment											
Economically disadvantaged	218	63.7%												
Limited English proficient (LEP)	31	9.1%	Growing ESL population in district - 10%(2016), 8.8%(2015)											
Disciplinary placements	0	0												
Attendance rate	NA	96.4%												
Annual dropout rate (Gr 9-12)	NA	.N/A												
<b>Part 2: Students To Be Served With Grant Funds.</b> Enter the number of students in each grade, by type of school, projected to be served under the grant program.														
School Type:		<input checked="" type="checkbox"/> Public	<input type="checkbox"/> Open-Enrollment Charter	<input type="checkbox"/> Private Nonprofit	<input type="checkbox"/> Private For Profit	<input type="checkbox"/> Public Institution								
Students														
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
0	0	0	0	113	122	107	0	0	0	0	0	0	0	342

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 250903

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Mineola ISD used surveys, STAR Chart Data, and student test scores to assess the districts technology needs. The results are divided into 3 areas: STAR Chart results, student specific needs, and needs of the staff.

More devices need to be purchased for student use in the classrooms to foster more technology integration in the curriculum and to expand the opportunity for 1:1 ratio of students to computers.

A recent survey indicated that up to 35% of our economically disadvantaged Elementary students do not have internet access or devices at home. This is indicative of a problem whereas economically disadvantaged students are put on an uneven playing field when it comes to accessing information, completing homework assignments and gaining 21<sup>st</sup> century technology skills.

Many larger and more affluent districts have the funds and capability to far surpass what is available to economically disadvantaged students in rural areas. The lack of access also presents the challenge of the inability to perform any "Flipped" classroom type experiences and provide access for intervention before and after school and at home by reviewing content and engaging support materials in Google Classroom.

The current inventory of technology available for the elementary campus consists of hand me down equipment, such as IPADS in which the operating system is no longer supported. At best these devices can be used for readers or internet browsers. Simply being able to browse the internet is not fulfilling the needs of accessing assignments or the use of Apps and software purchased by the district to specifically support curriculum and good instructional practices.

The 35% of students without devices and/or internet connectivity are also placed at an unfair disadvantage and limits the level of assignments and projects that can be internet based as well as the lack of ability for these students to access the online software and programs available to those students with internet capability. These students are limited to only school hours to work on individualized needs through the software and their progress is reflected in the usage reports with time and levels of performance.

**Schedule #13—Needs Assessment (cont.)****For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

County-district number or vendor ID: 250903		Amendment # (for amendments only):
<b>Part 2: Alignment with Grant Goals and Objectives.</b> List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.		
#	Identified Need	How Implemented Grant Program Would Address
1.	Up to 35% of economically disadvantaged elementary students do not have access to the internet at home.	Grant would pay for one year of internet access for at risk, economically disadvantaged students.
2.	Outdated and non working equipment such as hand me down IPADS that the IOS is no longer supported by Apple	Grant would add 180 chromebooks or similar devices to the elementary campus. Chromebooks would be available for checkout.
3.	Limited intergration of technology into the classroom due to antiquated equipment and unsupported Apps.	Integration of technology into the curriculum on a more regular basis with additional chromebooks.
4.	Limited ability to individualize learning as students cannot access opportunities at home	180 Chromebooks will allow students to check out a device for home use on a as needed basis.
5.	Inability to allow for Flipped instruction and provide intervention through review of content at home because student cannot access Google classroom and the Google suite of educational tools. Because of this, lessons are left at school.	Students can access Google classroom at home for Flipped lessons as needed and allow for review of content covered in the classroom.

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**Schedule #14—Management Plan**

County-district number or vendor ID: 250903

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1	Campus administrator	Certified, preferred ability to assign and assess the program, make sure neediest students are reached, serve as primary project personnel
2	Technical support	Ability to repair devices, set up Apps and software, inventory and troubleshoot devices for the campus
3	Instructional technology support	Ability to store, checkout and check in inventory, do minor troubleshooting. Communicate with parents, located on the campus
4		
5		

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1	Secure contract with internet provider	1. Contact Internet Provider	05/1/2018	06/01/2018
		2. Secure contract	06/01/2018	07/01/2018
		3. Identify students in need	08/01/2018	08/31/2019
		4. Start providing service to students	08/01/2018	08/31/2019
		5.	XX/XX/XXXX	XX/XX/XXXX
2	Purchase chromebooks	1. Contact Vendors for quotes	05/01/2018	06/01/2018
		2. Purchase chromebooks	06/01/2018	07/01/2018
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
3	Meet with parents	1. Inform parents about access	05/01/2018	06/01/2018
		2. Meet with parents for training	08/01/2018	08/31/2018
		3. Have parents sign AUP	08/01/2018	08/31/2018
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
4	Inventory and checkin for students	1. Identify students who need access to chromebooks	06/01/2018	08/01/2018
		2. Inventory new Chromebooks	07/01/2018	08/01/2018
		3. Train students on proper procedures	08/15/2018	09/01/2018
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
5	Evaluate	1. Monthly through usage	08/01/2018	08/31/2019
		2. Quarterly survey of students and parents	08/01/2018	08/31/2019
		3. Teacher meetings to identify students in need	08/01/2018	08/31/2018
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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By TEA staff person:

**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 250903

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Technology Director and campus administrator will continuously monitor curriculum, student success, purchases and access to ensure a smooth transition for Elementary faculty and administration.

The Technology Director and campus administrator will also work with all faculty to ensure they have proper certifications, equipment and materials to properly conduct their classes.

The Technology Director meets with all administration and technicians on a monthly basis to discuss goals and objectives. The Technology Director in conjunction with Elementary administration and personnel makes adjustments as necessary. Feedback from both students and faculty along with collected data will drive decision making for adjustments and changes.

The current webpages for the Elementary, which will communicate updates to parents, students and community members will be expanded to include the resources available at home.

The campus administrator and staff will monitor the increased usage of students through the software reports of non-school hours and overall performance of students in mastering classroom instruction during their regularly scheduled intervention and planning sessions on campus. The availability of the devices can be targeted toward students in need and adjusted as needed.

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Mineola ISD's technology plan has already incorporated 1:1 access in the High School. Plans are in place to move to a 1:1 ratio in the Middle School next year. The tremendous cost of implementing a comprehensive technology plan has forced us to implement in increments by campus. The Elementary is between 2-4 years away from full implementation. This grant will allow us to purchase up to 180 Chromebooks to assemble several classroom sets that can be checked out for each need. When we are able to implement full rollout for the Elementary, this grant will allow us reduce total expenditure and even more importantly allow up to 85 students to have internet access at home that has never had the opportunity.

The District is working with the City of Mineola who has implemented citywide wifi access and efforts are underway with local providers to search for ways to provide access at free or reduced rates to those in the rural areas including hot spots on school buses that can be parked at various spots and other locations in the community for student access.

With the goal of personalized learning in a blended environment, the commitment of the Board of Trustees, Superintendent, campus administrators and Technology Department is evident and the monitoring and data gathered from this grant could enable the opportunity for further expansion through district, state, and non-profit funding.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 250903

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Satisfaction Surveys	1.	Satisfaction with internet access
		2.	Satisfaction with progress in homework and flipped lessons
		3.	
2.	Qualitative Site visits and interviews	1.	Faculty interviews that indicate satisfaction and level of participation
		2.	Student interviews that indicate level of participation and success
		3.	
3.	Quantitative Collections	1.	Student success rate/ classes passed, homework completed
		2.	Software usage reports of non-school hours of participating students
		3.	Participating student grades and academic performance
4.	Quantitative/Programmatic	1.	Staff trainings
		2.	Parent meetings and training
		3.	
5.		1.	
		2.	
		3.	

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Program data collections will be through PIEMS and will include number of participants served, student grades, passing rates and attendance. Data will be analyzed by the Elementary administration, faculty and technology director.

Elementary administration will formulate and administer "Satisfaction Surveys" for faculty and students and will share with faculty to provide data on programmatic activities each semester. Adjustments will be made when warranted, discussion during the regularly scheduled meetings and problems addressed.

Qualitative data (including site interviews with faculty and students will be collected by Elementary administration and shared on a monthly basis, as well as feedback from parents. Usage reports of non-school time of software programs comparing participating students and their progress will also provide quantitative data coupled with students grades and academic performance. This data can benchmark the growth measured with the Measurement of Academic Program (MAP) test administered in the fall, winter, and spring each year. Recommendations, based upon the data and progress will be made both on the programmatic and site level basis.

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By TEA staff person:

**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 250903

Amendment # (for amendments only):

**Statutory Requirement 1:** Applicant must describe the availability of existing equipment to students in the LEA and other funding available for the purchase of student technology devices. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The overall ratio of students to computers at the elementary campus is 7:1. These devices are hand me downs from the high school with an average age of 6-7 years and while documented as 7:1 ratio, the working computer ratio is smaller given the age and need for repairs. An inventory of technology at the Mineola Elementary indicated that there are two computer labs with 23 desktops in each lab. The library has 26 laptops that can be checked out in classrooms. In addition, there are 30 IPADS on carts for check out by teachers. These IPADS are older Generation II with an IOS system that does not support all of the Apps and software we have available. An additional 30 very old MacBooks are currently being updated with a different operating system, to make them essentially into Chromebooks.

There is currently no district budget allocation for the Elementary Campus designated for technology purchase other than repair and maintenance expenses.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 250903

Amendment # (for amendments only):

**TEA Program Requirement 1:** Describe how the technology lending program aligns with the existing mission and goals for the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The technology lending programs aligns with our existing mission and goal to provide personalized learning using a blended environment. Mineola has a strong commitment to personalized learning within a blended environment. Teachers are personalizing content in math via DREAMBox, Google Classroom and MAP to measure student growth. Other Apps and software are available in the other content areas. The plan is to supply a rich experience in technology for students, and substantial investment has occurred with software licenses to individualize and support student needs. However, the challenge is not enough devices and access to internet at home for every child to receive support and fully engage in the personalized learning opportunity.

This mission and goal requires digitized instructional materials in each classroom, and availability during non-school hours on a daily basis. Mineola ISD desires to employ the use of individualized learning stations, flipped lessons with a 1:1 ratio of devices. Over 62% of our students are economically disadvantaged. Of the disadvantaged students 35% of them do not have internet access at home. One can see that these economically disadvantaged students are on unequal playing fields when it comes to access to instruction. Mineola ISD was able to alleviate some of the challenges when she worked with ALTICE (the local internet provider) to provide limited access to economically disadvantaged families at the price of \$14.95 per month. Though many families took advantage of it, there are still up to 35% of our economically disadvantaged students who cannot afford even the discounted price.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 250903

Amendment # (for amendments only):

**TEA Program Requirement 2:** Describe a plan for providing internet access to student residences, residential centers, and/or on the buses that transport students (for whom a single ride lasts, on average, at least an hour) with the highest need for off-campus internet access. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

After much consideration and input from administrators and faculty along with a survey on internet access at home, Mineola ISD has decided home access is best for those students who are at a disadvantage and in need of additional support. There are not residential centers accessible with internet service and limited access is available at local locations and restaurants. This presents a tremendous challenge for the 35% of economically disadvantaged students who do not have internet access or devices at home. A survey indicated a need for home access. Current 3<sup>rd</sup> and 4<sup>th</sup> graders were polled and the data was extrapolated to include this year's 2<sup>nd</sup> graders. In other words, this grant and the plan was developed for next year's 3<sup>rd</sup> through 5<sup>th</sup> grade. Since this was a survey, and it is probable that this age group did not know whether they were economically disadvantaged, it is assumed those who did not have access were economically disadvantaged and based our 35% without access on the number of economically disadvantaged students rather than the whole. This data does not include the siblings on other campuses that will be impacted by home access to the internet.

When asked the question, "Are you able to get to the internet at home?", the answer was NO for 19.8% of total population or 35% of economically disadvantaged students. The same survey also asked about the availability of devices at home and answers suggests that though internet may be available up to 25% do not have a device to access the internet.

With this grant we will work with our local provider to pay for access for up to 85 students. ALTICE will invoice Mineola ISD monthly. In addition, there may be a small handful that are not in ALTICE's provision zone and we will work with Virgin Mobile to provide hotspots.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 250903

Amendment # (for amendments only):

**TEA Program Requirement 3:** Describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

This lending program will ensure that 100% of our students have access to the internet as needed and digital learning content while at school and at home. Having internet access at home will allow us to implement personalized learning in a blended environment and allow for Flipped Instruction and full access to the educational capabilities of Google Classroom, the Google Suite of Educational Tools, and various individualized software programs. In addition to increased internet access at home and school, the lending program will help us expand our implementation of personalized learning; ensuring that each learner is accessing content that is customized for each individual learning need.

**TEA Program Requirement 4:** Describe how the applicant is using digital instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

At Mineola Elementary, digital instructional materials are used in 100% of the classrooms on a daily basis. Mineola Elementary classroom teachers employ the use of individualized learning stations and the access to digital learning materials is essential to this form of personalized instruction for especially mathematics, reading, and language arts. Teachers are personalizing content in math via DREAMBOX and Google Classroom. In the English Language Arts classrooms teachers individualize using programs such as Istation, MobyMax, No Red Ink and Google Classroom. In our science classrooms, teachers customize learning content via STEMscopes and virtual labs. Online resources such as Khan Academy and Brain Pop, and free apps are also utilized within the Google Classroom for digital content. Recent textbook adoptions with math, science, and social studies have included digital instructional materials and are embedded into lessons as well. ELL students also have access to online software including Rosetta Stone to support English language development. Students are engaged with digital content throughout the day as teachers meet with flexible small groups based upon their instructional needs.

The MAP testing completed fall, winter, and spring tracks the growth of students in the core subject areas and provides individualized gaps and pathways for instruction. These reports are utilized to establish personalized learning plans for students in math, reading, and language arts.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 250903

Amendment # (for amendments only):

**TEA Program Requirement 5:** Describe how the infrastructure and technical support is adequate to support students' anticipated use of devices through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Through ERATE funding, Mineola has built a robust infrastructure to support technology integration. Each campus has full internet access with a bandwidth rate of 500 gb. Hard wiring was completed between campuses and all routers and access points were updated this year. Two full time technology specialists and 4 support staff, one on each campus, are assigned to provide technology support for teachers and students. All devices supplied through this grant will be fully capable with the current infrastructure. The software program, Filewave, manages all of the devices by inventory, location and usage to address the security needed to prevent loss. A fully developed AUP in place and all parents and students sign each year. The devices provided in this grant will be included and designated in the inventory and a checkout process will be handled by the campus technology specialist.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 250903

Amendment # (for amendments only):

**TEA Program Requirement 6:** Describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will oversee the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Overall checkout of devices will be managed by the Instructional Technologist located on the campus. Students and parents will sign a lending agreement with the school at the beginning of the year. Checkout of devices will be completed on a daily or weekly basis based upon identified needs of students. Priority will be given to those who demonstrate usage at home through weekly software reports and targeted to students identified as at-risk during regularly scheduled campus intervention meetings.

Elementary Lending Devices will be located in the homeroom teacher classrooms and the homeroom teachers will be responsible for checking out devices to students needing to take home the device for instructional purposes at the end of the day. Teachers who have assigned the work or identified additional support needed by the student will communicate with the homeroom teacher in order for the request form to be completed. Sign out sheets will be maintained by the staff member checking out the device to the student. Sign out sheets will include Student Name, Student Signature, District Assigned Device Number, Date Checked Out, and Date Checked In. Devices will be returned the following school day or beginning of the next week unless approved for an extended period. Five additional lending devices will be located in the Library and managed by the campus Instructional Technologist to be used as needed.

Elementary teachers will report to the Instructional Technologist any damaged devices returned to school after being checked out and will turn in devices needing repairs to the campus Instructional Technologist along with the student's name. The Instructional Technologist will report damages to the Principal and then turn the devices in to the IT department for repairs if unable to do repairs needed. A replacement device will be issued to the teacher while the device is out for repairs.

**TEA Program Requirement 7:** Describe how technology lending equipment will be accounted for per local policy, including providing insurance, if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All devices are inventoried and located by the Filewave software. This software monitors usage, location and maintains a campus wide inventory of all devices. Mineola ISD pays for normal breakage and repair of devices and is noted in the AUP with responsibility to the student for negligent abuse of a device. Insurance is available in the district, but most parents of economically disadvantaged students cannot afford it. The district completes the majority of repairs for chromebooks inhouse by the Technology Department and has established a technology repair fund for each campus within the district budget.

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